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ABSTRACT

Compiled to assist rural school advisers in their work and to inform those interested in rural education and in the administration and development of the rural advisory service, this report outlines the nature and contribution of the service, methods by which it achieves its purpose, and its major perceived needs. The first section describes the advisory service, its functions, and its origins. Next, there are brief discussions of the advisers' work, the problem advisers face with dissatisfaction among rural teachers, and supervision of rural advisers by the Department of Education. There is an outline of the methods used by rural advisers to accomplish professional development of teachers, development of curriculum material and resources, school organization and administration, and communication between school/community and school/educational agencies. Next is a discussion of some of the common problems and difficulties advisers encounter in their work. Also covered are the perceived needs of the rural advisory service in the areas of adviser maintenance and development, liaison, travel, accomodation and equipment, communication, and induction of advisers and teachers. The report concludes with a summary of suggestions obtained from advisers. Appendices include a list of advisers and schools served and role statements for advisers. (CM)

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ADVISERS TO RURAL SCHOOLS

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A SURVEY OF THE ADVISORY SERVICE WHICH IS SPECIALLY PROVIDED FOR SMALL RURAL SCHOOLS IN NEW ZEALAND

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Foreword

This report, the result of a suggestion from a national course for rural advisers, has been produced in the hope that it will assist these advisers in their work. It has been compiled as well for the information of others interested in rural education and in the administration and development of the rural advisory service. The report seeks to outline the distinctive nature and contribution of the service, methods by which it achieves its purpose, and its major needs as they have been perceived.

Information for the report was sought directly from about half the rural advisory service over a period of 2 years and the others have had opportunity to contribute also. I thank all rural advisers for the very willing assistance received and also the district senior inspectors who were approached to enable the survey to be carried out. Notwithstanding the ready co-operation and pleasing quality of response, the survey has clear limitations. Much of the character of each adviser's work is a product of the individuality of the adviser and not easy to record, or to emulate, by others. Likewise the needs of advisers differ one from another. Nevertheless I have been gratified by the amount of agreement with the report that has been evident from the advisers who have read the draft. I trust therefore that this report will fulfil its purpose.

A K Blair
1980

THE ADVISORY SERVICE FOR RURAL SCHOOLS

DESCRIPTION AND FUNCTIONS

The special advisory service that has been provided for small rural schools in New Zealand - in the main those schools with 1 to 5 teachers - comprises 21 positions established under authority of the Minister of Education and located in places approved by the Director-General of Education. (See Appendix 1 - list).

In 1976 when three of the last four positions for rural advisers were established, the service for the first time achieved coverage of all small rural schools in New Zealand and adjacent islands, including the Chatham Islands. A few of the small schools served by rural advisers have uncertificated teachers (fewer than nine pupils on the school roll) and in some education districts the advisers visit isolated schools with more than five teachers. These are usually Area schools[1] which are natural in-service education centres for teachers from small schools in the locality.

The typical adviser to rural schools is well experienced in the education of country children, a very skilled teacher, has served as a principal or in another senior position of responsibility and is well qualified academically. At present most of the advisers are between 40 and 50 years of age with some above and a few below this range. The salary for all positions is S6 which covers the primary principals' scale, Grade 3.

The overall function of the rural advisory service is to provide support and guidance to rural teachers for the maintenance and improvement of education for country children. To succeed in small rural schools, principals and staff require wide curriculum, knowledge and other knowledge and organisational skills for multi-class teaching and for school management.

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[1] Area schools cater for local primary school children from the age of 5 years and for children from other country schools in the locality from Form I (about 11 years) upwards.

They also need to know their rural pupils and have understanding of the communities in which they live and work as teachers.

Support services and other advisory services[2] also visit rural schools - on request and as they are able - but the major and continuing service is provided by rural advisers who have particular knowledge of rural teaching and advise on the whole primary curriculum.

ORIGINS OF THE SERVICE

When the forerunner of the rural advisory service, the 'organising teacher' service was established in 1918, its basic purpose was the same as that for the service today. At that time, however, over 1,200 primary teachers in New Zealand were uncertificated (out of a total of fewer than 5,000) and one-third of the primary teaching service was in sole-charge schools. The organising teachers served their groups of schools - about 15 each, in much the same way as principals of the larger urban schools trained unqualified staff. Numbers of qualified teachers increased and numbers of small schools decreased, but it was the deepening economic crisis that ended this service and other specialist services to schools, in the 1930s.

When organising teachers were again appointed, in 1953, the rural schools to be served were staffed in many cases by service-men from the Second World War. From the initial two appointments the re-established service soon proved its worth. It was expanded in the following years during which a burgeoning school population made it increasingly difficult for the established specialist services - art and crafts, nature study and physical education - to visit and demonstrate

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[2] 'Support services' are special education services such as psychologists and speech therapists. The other (primary) education advisory services apart from rural advisers are: advisers on art and craft, education of Maoris and Pacific Islanders, music, mathematics, physical education, reading, and science, and advisers to junior classes.

teaching and syllabus changes to urban let alone remote country schools. Successive reports on education in New Zealand namely, those of the Commission on Education in New Zealand (1962), the Education Development Conference (1973) and the Advisory Council for Educational Planning (1974), supported expansion of the advisory service along with strengthening of provisions for education in rural communities.

By 1965, when the name of the service was changed to 'rural advisory service', there were 14 positions. A continuing strong demand for increases has since brought the national total to 21.

NATURE OF THE ADVISERS' WORK:

More changes of personnel take place in this than other advisory services. A number of reasons for this are evident. One is that as a generalist service, covering the full range of primary school years and curriculum, it makes for freer movement to and from primary teaching than do other advisory services. Another important influence is the demanding nature of the work.

Unlike other advisory services which work mainly by an invitation system rural advisers make regular visits, in most cases at least once a term, to all the schools allocated to their care. While this has advantages for getting to know schools well, for continuity, and for feedback and evaluation, it tends to put extra demands on the advisers' professional capital and increases the need for it to be regularly replenished. This refresher need is of major concern to most rural advisers.

In addition they usually have less opportunity than other advisory services working in urban schools to work in teams, although paired visits with another rural adviser or an adviser from another service can have advantages even in small schools. Serving 'mutual areas' - alternate schools along the road - can also be beneficial, but unfortunately is not always practicable.

In the great majority of cases teachers welcome the visits of rural advisers and are receptive to their advice. The professional isolation of country teachers has always tended to make them more appreciative than their urban colleagues of visits by advisory and support services. Often the first need of the isolated teacher is to talk to the visitor in order to dissipate personal and professional anxieties heightened by distance from others in the teaching service with whom they could otherwise be shared. The rural adviser is the logical person to fulfil the listening, reassuring and counselling role and it is clearly a very significant and important part of their work. Rural advisers know that if they are to be effective in this, teachers must be absolutely secure in their confidence.

Any adviser must first establish a satisfactory personal relationship with a teacher before advisory work can succeed and this is important for no one more than the rural adviser who, even if he or she would, cannot escape returning to scenes of failure. The rural adviser is called upon more often than others to be counsellor, judge, advocate, father confessor, guide and mentor. Rural advisers therefore usually develop closer relationships with teachers than do most other advisers, and yet for their own well-being need to retain a sense of detachment. It is apparent however that these aspects of rural advisers' work - especially teachers' troubles with communities - tend to figure prominently and often ahead of other concerns. A current study of rural teachers' relationships with communities, undertaken as a university project by a rural adviser in one education district, may supply important information for all other rural advisers and for education boards and the department.

A GROWING PROBLEM REPORTED BY RURAL ADVISERS

In spite of the fact that most rural school principals with whom advisers work are able teachers who have a strong sense of vocation and get satisfaction from their teaching, it appears that dissatisfaction among rural teachers is growing

and morale is falling. This is in spite of and to the detriment of work of rural advisers. A prime reason for the change appears to be teachers' diminishing chances of moving from country positions on promotion, a situation apparently worsened by broadbanding provisions. There is also a sense of loss of status now that a Grade I salary (former B2) principal receives salary equivalent to that of a deputy principal in a five teacher school. As well, other factors, mainly social and financial, appear to be reducing the appeal of country teaching.

Advisers have noticed the decline in the last few years. It has become more difficult to fill some rural positions and appointees are reported to be less experienced than before. This has placed more demands on the advisory service.

Escalating travel costs are giving increasing concern to rural teachers and advisers both. The geographical isolation which increases remote schools' need for rural advisers' services has always been a factor which hampers advisers' efforts to serve this need. Its effects are now significantly more serious. It is of course the most isolated teacher who is often least experienced, least able and most in need of aid.

Note: Since the above statement was written a special monetary allowance ($539 at 10.11.1980) has been approved for teachers and principals in rural schools which have been difficult to staff. Sole charge schools qualify automatically. In addition, conditions governing payment of removal allowance have been eased for rural schools.

CONTROL AND SERVICING OF RURAL ADVISERS:

With all other education advisory and support services rural advisers are under the supervision of the Department of Education's district senior inspectors of primary schools, or in the case of Gisborne, the district senior education officer. They work with a large degree of autonomy, however,

as does a school principal. Unlike all other advisory services except the advisers on science and three of the advisers on education of Maoris and Pacific Islanders, they are employed by education boards, not the department. Legislative authority of over 60 years ago provided for this. Rural advisers therefore normally have close association with education board staff as the boards house and service them. In some districts the association has another dimension. In these cases, in recognition that rural advisers have detailed knowledge of rural schools in their care, the advisers represent schools to the board on matters of essentially non-professional nature. At the other end of the scale there is the odd instance of inadequate recognition of a board's servicing responsibility to its advisory services.

The relationship between rural advisers and inspectors should be of the greatest possible mutual trust and undoubtedly usually is, but both groups have to be especially sensitive to the need for adequate communication without crossing some role boundaries. Teachers should be assured that although advisers work in the same field of teacher guidance as inspectors, advisers' knowledge of teachers is confidential to themselves and that assessment and reporting for promotion is the work of the inspectorate only.

WORK AND METHODS OF RURAL ADVISERS

Work of rural advisers falls generally within the following categories:

- professional development of teachers
- school and class programmes appropriate to the needs of children in the multi-class and rural environment context
- development and effective use of resources
- school organisation and administration - including intra-school communication
- communication and relationships between school and community and between school and the many educational agencies with which it deals

- functions in the development of national curricula and resources and to a limited extent pre-service education of teachers. (See Appendix 3 for a fuller statement of roles of advisers to rural schools.)

Methods used by rural advisers include the following:

- Visits to schools - generally on a regular basis but with variation according to need, such as when a new principal begins.
- Visits with other advisers such as advisers to junior classes, and support personnel such as speech therapists.
- In-service courses - school based or wider. In some cases advisers are involved in urban courses, such as in social studies.
- Teachers' observation visits to other schools or classes - arranged by advisers.
- Country teacher group meetings - organisations of regional groups of rural teachers. These groups are now to be found throughout the country. They are supported by rural advisers who in many cases initiated them. They have a social value as well as being important for professional self-help. Normally meetings are held at night and frequently teachers travel great distances to attend.
- Staff meetings - attendance as resource personnel.
- Workshop sessions with parents and teachers, to make resources.
- PTA meetings - speaking at meetings or guiding rural teachers in this work.
- Resource materials - eg, booklets prepared by advisers often in conjunction with teachers.
- Newsletters - most advisers send newsletters on a regular basis.
- Correspondence and taped statements - pupils as well as teachers.

- Office 'at home' service - Some advisers' offices are open on specified days, usually Friday afternoons for teachers to visit informally. Some offices are also resource centres with a rural adviser's library of books, tapes, filmstrips and pictures, etc. In at least one case the adviser's office is associated with a locally funded resource centre and in another the advisers are housed with an official teachers' centre.
- Loan services - arranging and encouraging resource loan systems.
- School camps - often advisers assist planning and preparation and sometimes attend, especially combined camps of several small schools.
- Organisation of combined projects by groups of schools - This is frequently done through country teachers groups. Sometimes these projects finish with a combined presentation in a country hall.
- Principals' visits - eg, Groups of principals visit the education board centre under guidance of the rural adviser. A typical visit may include meetings with education board officers, policy explanations, visits to schools for observation, to teachers college and national library, etc.
- Education weeks - Rural school children are billeted at host schools and attend classes while their teachers observe classes, have in-service courses and professional visits, etc. (This type of arrangement and interchange of pupils is commended in the 1974 ACEP report, quoted earlier.)
- Adoption schemes - large schools adopt small ones or rural schools in different parts of the country correspond by arrangement through rural advisers.
- Emergencies - There have been cases of accident and sudden illness of teachers, etc, where advisers have stepped in to assist the school make arrangements to cope with the situation.

- Liaison visits to schools - Rural advisers sometimes take charge of senior country children for liaison visits to secondary or intermediate schools at the end of a year.
- Liaison - pre-school Pre-school services are arranged for isolated children through rural advisers, eg, play-group assistance. Advisers supply information on services available to country areas, particularly the pre-school education service through the Correspondence School.
- Curriculum and trial projects - Advisers arrange or encourage trials, eg, of school organisation such as vertical grouping in a two teacher school and a two teacher school as sole-charge with withdrawal groups. Official curriculum trials are also carried out by advisers.
- Committee service - Advisers are involved on local or national curriculum committees and for other purposes such as REAP.
- Teacher support schemes - Advisers organise and supervise schemes whereby senior specialist teachers from urban schools are freed to teach, eg, science, and guide teachers in groups of rural schools.
- Special education services - Advisers supply information on special education services available at school and pre-school level and assist in making contacts as necessary.
- Advanced Studies for Teachers Unit and Massey University - Advisers take or arrange tutorial groups and voluntary associations of teachers undertaking correspondence courses.
- Maori scholarships - Advisers arrange applications and screening of applicants.
- Boarding bursaries for secondary school - As for Maori scholarships, advisers provide information or assistance available through bursaries.

- Services to schools - Advisers maintain liaison with a range of services, eg, education board maintenance and supply services, NZEI counsellors, Ministry of Transport Traffic Education Officers; (Rural advisers work co-operatively with TEOs in supplying traffic education resources to schools and integrating the traffic education syllabus with school programmes).

PROBLEMS

Some of the common problems and difficulties advisers encounter in their work are:

- Gaining the confidence and co-operation of teachers. - Rural advisers may suggest certain action by teachers but have no power to ask it. Neither do they have authority giving them absolute right to enter a school - although it could be argued that the right is delegated by the district senior inspector. While this lack of power could appear to add to the difficulty of their task, such as with teachers who avoid having advisers enter their classrooms, it is not the kind of authority advisers would want. They must achieve their goals by gaining the confidence and respect of teachers and working with them on a colleague to colleague basis.

- Harmful practices - In rare cases an adviser may need to act on a serious matter such as a principal or sole teacher's harmful, unethical behaviour. At such times an adviser assumes the role and responsibility that a principal would have with an errant member of staff.

- Teachers, usually principals, who seek to use advisers to discipline members of their school staff or who try to enforce their will over other teachers through advisers.

- Teacher neglect of part of a school - Inadequate attention to children in their first 2 or 3 years at school is a failing of some sole teachers. In some cases responsibility is abdicated and left in the hands of untrained teacher-aides. Advisers find that work for infants is frequently a good topic for beginning discussion with a newly appointed sole teacher.

- Neglect of part of the curriculum - A number of advisers have noted that most commonly neglected parts of the curriculum include physical education, health, music, and science.

- Maintaining teacher morale - The adviser has to judge how far to go in seeking to change teacher behaviour. The teacher's mana and confidence in being able to do the job must be sustained.

- Time to talk with the teacher - Getting time without distraction to discuss matters with teachers is a constant concern to advisers. They use a range of solutions during visits but much of the most effective work of advisers is done out of school hours. Teachers, too, recognise this problem.

- Teachers, usually principals, who keep advisers from their rooms - Advisers develop strategies to overcome this and it is the kind of problem new advisers need to discuss.

- Teachers' reluctance to discuss their planning and records - Again advisers often find their way through this problem but teachers should be led to expect that advisers will need to see and discuss records on occasion.

- Making records of discussions and suggestions left with the teacher - Advisers have various means of briefly recording what is covered in visits. It is generally agreed that if a record is made for the teacher it should be written with the teacher present. (Equally important but a separate issue is the recording of numbers of visits and ensuring some schools are not neglected. Advisers usually cope with this in a variety of ways. Some use graphs and others coloured pins

- on maps, and so on.)

- Incompetent teachers - Few things appear to frustrate advisers more than trying to work with teachers who don't appear to care. In certain rural localities in New Zealand it seems that teaching is a secondary occupation for some, and that this may be on the increase.

- Unsatisfactory 'handing-over' when a principal leaves a school - This is a matter in which advisers can probably assist boards more if they are consulted. "The Rural School", a handbook for principals and staff, (Department of Education 1977.) has pertinent information which in the first instance the adviser can draw to the attention of the principal if a faulty hand-over is likely.

- Planners and administrators overlooking the knowledge . rural advisers have of their schools (See earlier reference).

- Absentee school principals - School committees and communities, if unaware of the limits of an adviser's role, sometimes seek advisers' assistance in problems with principals, particularly where the principal lives outside the district. This is an increasing phenomenon in rural localities near large urban centres.

- Relationships between communities and teachers and effects on teacher family morale - (See earlier comment).

- Assessing and providing for children with special needs - Special provisions such as reading clinics are not easily available to many rural children. Similarly, support personnel have understandable difficulty in serving remote country schools.

NEEDS OF THE RURAL ADVISORY SERVICE:

1. <u>Adviser maintenance and development</u>

The most commonly expressed need of rural advisers is to replenish 'professional capital' especially by meeting with others in the same service to share experiences, ideas, methods and materials. National gatherings are needed frequently, say every 2 to 3 years.

Some of the main development needs identified are:

(a) induction courses and work with experienced advisers

(b) knowledge of infant/junior class work. All rural advisers need good grounding in this; it forms the majority of their work. Regular refresher experience at this level of the school is also needed. Advisers to junior classes could be expected to share in continuing responsibility for this provision which may include observation and practice in classrooms of skilled teachers.

(c) studies of teaching - observation, diagnosis and evaluation.

(d) experience in multi-cultural education

(e) working with teachers - skills and knowledge for working with adults

(f) organising and leading courses

(g) observation in urban schools - in addition to (b) above

(h) keeping up with new resources available - including opportunity to arrange purchase and trial of materials

(i) keeping up-to-date with what is available for teachers in Advanced Studies for Teachers' courses and appropriate university courses such as the Massey University course on rural education.

2 Liaison -

Effective liaison is needed:

(a) With other advisers -

(i) For co-ordination and economy it is recommended that other advisers and support services personnel should confer with the rural advisers concerned before making new visits to small rural schools. This is done to good purpose in some places.

(ii) Specialist advisers, including advisers to junior classes, should share responsibility for helping to keep rural advisers reasonably up-to-date in their specialisations. The benefits are seen as mutual.

(iii) Pre-school advisers - There needs to be co-ordination of effort in extending and overseeing pre-school services in remote areas.

(b) With support services -
Special education services and rural advisers also need to confer more. In some places travel is shared and this promotes good communication. Advisers can help with referrals and effectively follow up the work of psychologists, speech therapists, advisers on deaf children, and so on.

(c) With teachers' colleges -
Regular liaison visits are needed. Some advisers have 1 week per term at present but a few have never visited the teachers' college(s) serving their district and most have had little contact. Scheduled liaison meetings and combined seminars of inspectors, advisers and teachers' college personnel could be of mutual benefit to colleges and advisers. Some rural advisers have so far been involved in combined seminar programmes which began in 1979.

(d) With the Curriculum and Resources Development Divisions -
Rural advisers need to have access to curriculum and resources development bulletins and new materials. They also need to be considered for curriculum projects and head office tours of duty with the Curriculum and Resources Development Divisions. One adviser was employed recently for revision of curriculum material in the department's rural school handbook. While this was well done rural advisers hold that the remainder of the handbook is also in need of revision and recommend their involvement.

(e) With inspectors -

(i) for information on such matters as official departmental policy and district in-service education programmes for teachers etc.

(ii) for shaping policy on meeting the general needs of rural schools and priorities for action

(iii) for nominating teachers for national courses and similar purposes

(iv) to arrange observation in urban schools for rural advisers and teachers and for urban teachers in rural schools - and so on.

(f) With education board personnel -
The impression is that there could be much benefit from better liaison between rural advisers and education board personnel in a number of districts. However, all advisers' working contacts with boards should be made with the full knowledge of the district senior inspector or a deputy.

3. Travel

While there is no requirement for rural advisers to use their own cars for their work, many do so. As well as being convenient, the use of private cars at public service rates of reimbursement is less costly than using rental vehicles and most advisers have difficulty in working within their travel budgets in present times of escalating travel costs.

Country roads are often unsuitable for the smaller more economic rental cars and these have limitations for advisers travelling together and for carriage of equipment. In the odd case advisers have been able to reduce costs by negotiating special rates with rental car firms and one, a pilot, has found it cheaper to fly to some remote schools. The negotiating of special rates, based on off peak period hire and 'safe age' drivers shows commendable

initiative but is a commentary on the serious concern advisers have of maintaining service to schools.

In a number of education districts rural advisers carry light supplies from the Education Board Office to schools. This practice has virtue. It does, however, add to the case for special consideration to be given to transportation problems of rural advisers. Apart from day to day costs rural advisers and the teachers they serve are worried by the cost of replacement of vehicles suitable for country use. Any lessening of the problem should benefit rural education.

Thoughts on this matter have included the following:

- education boards to make their cars available to board advisers, especially rural advisers who assist boards with delivery of supplies to schools. Some boards presently do allow their advisers to use board vehicles.

- special loans for private vehicle replacement or conversion to CNG or LPG fuels

- more realistic payment per km for sharing of transport, with the rate to begin with one passenger. The present allowance of 1 cent per km for two or more official passengers offers little incentive. It has remained unchanged for many years.

4. Accommodation and Equipment

There is considerable variation in the quality of office accommodation for rural advisers and a few offices are below reasonable standard. The ideal office is one large enough for a small group of teachers to meet in and with adequate storage and space for display of books and equipment. Such an office is suitable for 'office afternoons'; a place which teachers visit and where they meet other teachers when in town; a place where they feel welcome, can discuss matters related to their work and obtain information and resources for themselves.

(See page 8).

Where possible rural advisers should be housed in the same building as other advisory and support services. This can facilitate co-ordination of work and travel and economic provision of office services and equipment.

A need commonly expressed by rural advisers is for a monetary source for purchase of incidental materials and publications etc, with which they can keep up-to-date and which they can lend to schools. Some have arrangements with book publishers for free inspection copies of new educational publications but, allowing for this and the excellent service provided by the Department of Education library to rural (board) advisers as well as all other advisers, there is a case for regular finance for rural advisers' incidental needs. Allocations to districts for in-service training materials could possibly be a source for this finance.

The equipment, ie, 'tools of trade', that rural advisers need for their work is supplied by education boards from their capital grants by the normal process of annual estimates and requisitions. Most items in the basic equipment codes for advisory services are stock items in the department's stores.

5 Communication

Rural advisers are in positions of advantage to communicate needs and concerns of country teachers. This can be done by specific as well as annual reports without divulging privileged information or betraying confidences of teachers. Observation confirms that it is important that communication between district senior inspector, education board and the adviser be maintained both ways. Advisers sometimes state that their annual reports are not acknowledged in any way. It is suggested that the practice of advisers formally discussing their annual reports with liaison inspectors should be adopted where this is not already done.

6. Induction

(a) Advisers

Induction of new advisers to rural advisory work has in the odd case left much to be desired. This has been especially evident in two newly established positions where advisers were disadvantaged also by inadequate 'setting up' arrangements. By contrast induction in some districts has been very well managed. It is suggested that the matter of induction be given particular attention when each new appointment is made to the rural advisory service. As a basic aid to induction of new rural advisers it is recommended that each rural advisory office build up a desk file relating to the work. This type of desk file is recommended for all other advisory services as well. Important components of each could be the recently published descriptive statements on advisory service roles.

(b) Teachers

Assisting new appointees, especially principals, is given high priority by rural advisers and this receives strong endorsement by district senior inspectors. Nevertheless it is a common view that more emphasis should be given to this and that it should be standard practice that induction programmes for teachers new to rural teaching should be provided by rural advisers near the teachers' times of appointment. The finance at present required for the special staffing of rural model schools (attached to Normal Schools) might now be better used for induction programmes, or at least the work of the model schools could be directed to assist with the programmes.

Some education districts have recently adopted the practice of allocating advisers a specific number of teacher relief days for their work. This could be especially beneficial for induction of 'teachers to rural education'.

CONCLUDING STATEMENT:

How valuable is the work of rural advisers?

It is a fact that many advisers feel their work is undervalued and inadequately recognised. Rural advisers are no exception. They all experience disappointments and frustrations in trying to effect change. However, the appreciative reception they widely receive from teachers and pupils and the support evident from most education boards and from district inspectorates helps to reassure them of the worth of their job.

Those in education with experience of advisory services commonly rate the rural service very highly. Its expansion has come about largely as a result of strong cases made by districts. These submissions are a notable feature of the department's head office records of this advisory service.

There is no doubt that rural teachers need and appreciate the service. Probably its greatest benefit has been to their morale. It is likely that but for the work of rural advisers education boards and the department would have experienced many more problems with rural schools and in maintaining and improving the quality of rural education.

SUMMARY OF SUGGESTIONS:

A number of the suggestions made in this report relate to local district matters and are more in advocacy of extending existing practices than introducing new ones. Some with more general or national significance are summarised here for ease of reference:

1. Induction of newly appointed rural teachers especially principals -

   It is suggested that:

   (a) induction programmes be provided by rural advisers as soon as possible after teacher appointments

(b) rural advisers be allocated teacher relief days for this purpose (see (a) above).

(c) consideration be given to whether model rural schools with their special staffing are still needed or should be disestablished. (H O action.)

2. Induction of new rural advisers -

It is suggested that:

(a) desk files on advisers' work, responsibilities and areas be developed for advisers' guidance

(b) formal links with inspectors and board officers be established early in the new adviser's term together with awareness of necessary related conventions

(c) new advisers have opportunity for working with some experienced rural advisers, preferably in other education districts.

3. Training and development -

It is suggested that:

(a) rural advisers be provided with national courses more frequently than other advisers - at least once every 2 or 3 years. (H O action.)

(b) formal liaison visits be made to the 'local' teachers college(s) at least once each year

(c) as far as possible rural advisers be kept in touch with developments in curriculum and resources in the way that more specialist advisers are served

(d) where possible the rural advisory service be involved in curriculum and resources reviews and trials. Specifically, it is suggested that the Department of Education handbook for principals and staff of rural schools be now revised by rural advisers. (H O action.)

4. Accommodation -

It is suggested that as a general rule rural advisers' offices be large enough for meetings of about six teachers and for display of books and equipment. (H O/Region/Education Board action.)

5. Travel and transport -

It is suggested that:

(a) where possible education board vehicles be made available for use by rural advisers at public service vehicle rates (H O/Board action.)

(b) that for cases where education board vehicles are not available the matter of loans to rural advisers to assist replacement of private (work) vehicles or conversion to alternative fuels be investigated (H O action.)

(c) that the additional payment for carriage of official passengers in private vehicles be raised from 1 cent per km and apply from the first passenger. (H O action.)

APPENDIX 1

THE ADVISERS TO RURAL SCHOOLS AS LOCATED IN

EDUCATION DISTRICTS

Education District	Base	Advisers 1 March 1980
Auckland	Whangarei	Mrs M J O'Reilly
Auckland (inc. Gt Barrier Is)	Auckland City	D W Matthews
South Auckland	Hamilton	Mrs P M Puklowski
South Auckland	Hamilton	M W Gooch
South Auckland	Rotorua	B McMurray
Taranaki	New Plymouth	N P Nielsen
Taranaki	New Plymouth	G C Jonson
Wanganui	Wanganui	G K Frater
Wanganui	Wanganui	G M Wood
Hawkes Bay	Napier	K Edwards
Hawkes Bay (Gisborne)	Gisborne	D W Kerr
Wellington	Masterton	P S Braithwaite
Wellington and the part of Canterbury in Marlborough Province	Blenheim	C R Newman
Nelson	Nelson	F M Sutherland
Canterbury	Greymouth	J A Sutcliffe
Canterbury (including Chatham Is)	Christchurch	D K Chapple
Canterbury	Timaru	M M Vance
Otago	Dunedin	Mrs M E Kydd
Otago	Dunedin	M J Toomey
Southland	Invercargill	G H McFadden
Southland (including Stewart Is)	Invercargill	A M Thomas

APPENDICES

1 List of advisers to rural schools by education districts (as at 1 March 1980)

2 Table of Grade I to IV C schools by education districts and rural adviser : teacher, rural adviser : school, ratios. (1978 statistics)

3 Role statements for advisers to rural schools:

a Statement for manual : School Administration for Principals of Primary and Intermediate Schools, Department of Education

b Detailed statement - descriptive not prescriptive.

Produced 1979 from 1978 Statistics

APPENDIX 2

ADVISERS TO RURAL SCHOOLS

Ratios of rural advisers to teachers and schools in education districts. The ratios have very limited meaning unless considered with geographical and other factors, such as, proportion of very small schools. Each district cannot of course share its schools equally among its advisers in every case.

	AUCKLAND		SOUTH AUCKLAND		TARANAKI		WANGANUI		HAWKES BAY	
School Grade	PR	T	PR	T	PR	T	PR	T	PR	T
I	-	1	-	1	-	-	-	-	-	-
II	18	-	13	-	17	-	18	-	31	-
III	68	68	86	86	36	36	43	43	48	48
IVA	28	56	52	104	12	24	18	36	20	40
IVB	23	69	37	111	6	18	5	15	14	42
IVC	11	44	15	60	4	16	5	20	6	24
Totals	148	238	203	362	75	94	89	114	119	154
Board Totals PRs+Ts	386		565		169		203		273	
Adviser : Teacher Ratio	1:193		1:188.3		1:84.5		1:101.5		1:136.5	
Adviser : School Ratio	1:74		1:67.6		1:37.5		1:44.5		1:59.5	

APPENDIX 2 (Continued)
Advisers to Rural Schools

WELLINGTON +6 CANTERBURY		NELSON		CANTERBURY		OTAGO		SOUTHLAND	
PR	T	PR	T	PR	T	PR	T	PR	T
-	-	-	-	-	-	-	-	-	-
18	-	7	-	33	-	25	-	16	-
28	28	15	15	73	73	42	42	40	40
13	26	2	4	24	48	11	22	11	22
14	42	3	9	19	57	7	21	8	24
8	32	3	12	12	48	10	40	7	28
81	128	30	40	161	226	95	125	82	114
209		70		387		220		196	
1:104.5		1:70		1:129		1:110		1:98	
1:40.5		1:30		1:53.7		1:47.5		1:41	

STATEMENT FOR ADMINISTRATION MANUAL - PRIMARY SCHOOL PRINCIPALS

Advisers to Rural Schools work in all the small country schools from one to about five teachers in size - but in some cases visit larger rural schools as well.

They assist teachers in organisation, management and provision of programmes in all aspects of the curriculum, as appropriate to multi-class teaching in rural environments.

In close consultation with teachers they give guidance on other matters such as school administration and working relationships with communities and educational agencies, including school committees and education boards.

STATEMENT FOR ADMINISTRATION MANUALS FOR
PRIMARY AND SECONDARY PRINCIPALS

ADVISORY SERVICES

Education advisory services are provided to assist teachers in: art and crafts, education of Maoris and Pacific Islanders, music, physical education, reading, mathematics, science, pre-school education, education in junior classes and education in small rural schools.

The first five advisory services above (art/crafts - reading) serve primary schools and, for up to a third of their time, secondary schools as well. In addition specialist secondary teachers are seconded from time to time to advise in secondary schools on a range of curriculum topics. The mathematics and science services - both primary - and the pre-school advisory service also have some involvement at secondary level, the first two through FI-FIV syllabuses.

The pre-school advisory service, as well as supplying guidance to staff of pre-school centres, represents the Department of Education in work with organisations which provide pre-school education.

Advisers are part of each education district's professional resources under the supervision of district senior inspectors. They work in confidence with teachers and do not have the statutory or assessment functions of inspectors.

P.T.O.

Through their specialised experience, knowledge and abilities, advisers assist teachers' professional development and help them provide appropriately for the children they teach.

In carrying out their professional function in schools advisers work with and initially through principals. By consultation, demonstration, staff meetings and in-service courses they provide advice and guidance to principals and teachers on:

- organisation, administration and school policy development
- school and class programmes - syllabuses and prescriptions
- development and use of resources.

In addition they provide liaison between schools and the Department of Education on development of the curriculum.

Advisers visit mainly on requests from schools. Principals who do not have the local addresses of advisory services which their schools wish to use may obtain them through the office of their district senior inspector of schools.

ROLES OF EDUCATION ADVISORY SERVICES

ADVISERS TO RURAL SCHOOLS

Introduction

This statement of function is descriptive, not prescriptive and primarily for use by the education advisory service named above. It is also for the information of others such as advisers in other services, inspectors, teachers college staffs and education support services, eg psychologists.

(See also the general and specific role statements for advisory services published in Department of Education manuals of administration for school principals.)

Role

Advisers to Rural Schools serve all small rural schools from 1 to about 5 teachers in size. Some are able to work also in larger rural schools particularly those which are more remote or centres for groups of small schools. They give professional advice, guidance and assistance to the teachers to help ensure that country children obtain the best possible education. In seeking children's optimum development they work with teachers as colleagues, to develop and implement programmes of work and management appropriate to children in multiple classes in rural environments. Assistance is given with:

School Programmes:

- understanding experiential backgrounds and environments of rural children and the significance for school programmes
- planning, preparing and implementing suitable programmes of work
- evaluating progress of pupils
- providing for children with 'special needs' - in co-operation with specialist support services as possible
- introduction of new curriculum developments
- planning extracurricular activities including educational trips and camps
- use of materials and equipment

School Management:

- supervising and guiding staff, including paraprofessionals
- other administration, eg records and correspondence
- selection and purchase of books and equipment

- working relationships with individuals, groups and services with which the school has contact
- involving parents and communities in the life of the school and informing about its work and curriculum developments

Continuing Education of Teachers:

- "in-school" or "area based" in-service work
- introducing resources - publications, materials and equipment
- integrated approaches - in association with other members of the advisory and support services
- teachers' professional studies

Relationships:

- advice on committee, staff and parent relationships
- communication with education board and other educational services and agencies
- communication between rural teachers through rural group meetings, newsletters, tape and correspondence services
- helping the new teacher understand the rural school's community

General

1 Advisers to rural schools visit their schools on a regular basis as well as by request and build up detailed knowledge of them. In recognition of this other school advisory and support services should have close liaison with rural advisers for work in small rural schools.

2 Rural advisers need to develop close working relations with others who serve rural schools also, such as pre-school advisers, public health nurses and traffic education officers.

3 As generalists, advisers to rural schools need the assistance of specialist advisers and teachers college staff to keep up to date across the curriculum. This full curriculum responsibility tends to make rural advisers especially suitable members of national and local curriculum committees, particularly for curriculum areas not covered by specialist advisory services.

4 Rural advisers in many cases have especially strong links with teachers colleges also for pre-service preparation of teachers for multi-class and rural teaching.

This role statement was written from a draft prepared by advisers and submitted to all education districts.

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